DOCUMENT RESUME

ED 401 636 EA 028 085

AUTHOR McCafferty, Steve; And Others
TITLE The Administrator Development Academy: Addressing the Behaviors, Beliefs and Practices Needed for Future Educational Leaders.
PUB DATE Oct 96
NOTE 28p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Education; Adult Learning; *Collegiality; *Educational Administration; Higher Education; Interpersonal Communication; *Leadership Training; *Management Development; Program Design; Theory Practice Relationship
IDENTIFIERS University of Cincinnati OH

ABSTRACT

The Administrator Development Academy (ADA) is a six-week, intensive, collaborative-learning experience that explores the theory-practice link and effective leadership qualities. Begun in 1985, the academy is part of the educational administration program at the University of Cincinnati (Ohio). The program stresses communication, collegiality, authentic leadership, and adult learning theory. This paper describes the program's development, organization, curriculum, and basic principles. Over the last 12 years the ADA has grown from 4 professors and 30 participants to 8 professors and 54 participants. (Contains 39 references.) (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 401 636

THE ADMINISTRATOR DEVELOPMENT ACADEMY:
Addressing the Behaviors, Beliefs, and Practices Needed for Future Educational Leaders

Steve McCafferty, Ted Zigler, Gary Leibold, Cindy Leibold, and John Hill
Department of Educational Administraiton
University of Cincinnati
Cincinnati, Ohio

Paper prepared for presentation at the University Council
for Educational Administration Convention

Louisville, Kentucky
October 25, 1996

EA 028 085

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. McCafferty

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

THE AUTHORS

Steve McCafferty
814 Park Avenue
Newport, Kentucky 41071
606-291-4838 residence
606-292-3017 school
mccaffsp@aol.com

Ted Zigler
2172 Broadhurst Avenue
Cincinnati, Ohio 45240
513-367-4169 school
513-851-8598 residence

Gary Leibold
8529 Morning Calm Drive
Cincinnati, Ohio 45255
513-474-3449 residence
513-543-8209 school
Leibolga@ucbeh.san.uc.edu

Cindy Leibold
8529 Morning Calm Drive
Cincinnati, Ohio 45255
513-474-3449 residence
513-232-7770 school
leibold c@hcca.ohio.gov

John Hill
18 Brompton Lane
Cincinnati, Ohio 45218
513-556-6622
john.hill@uc.edu

THE UNIVERSITY OF CINCINNATI ADMINISTRATOR DEVELOPMENT ACADEMY

The Administrator Development Academy is a thirty day intensive collaborative learning community experience inquiring into the theory and practice and personal qualities necessary to be an educational leader. The members of this collaborative learning community are educators nominated by their school leaders and mentored by them because they have been seen to have potential to be a future school leader. Members of the Academy as well as the teaching team and others have come to refer to the experience as the "ADA" or simply the "Academy."

History of the Academy

The Administrator Development Academy in the Autumn of 1996 is looking toward its twelfth annual convening in June and July of 1997. The Academy was first initiated in 1985 as a result of several trends. By 1985 it was clear nationally as well as regionally that the population of school administrators was aging. It was predicted from this demography that there would be a large turnover within five years and a great need for new school leaders to be prepared. A second impact on school leadership at that time was the stirring of dialogue from the President's Commission of 1983 which produced the document known as "A Nation At Risk." Accompanying this agenda setting was the effective schools research and the development of the proficiency testing movement in the states. A third factor in spurring the initiation of the Academy in 1985 was the redesign of the certification requirements for school leaders in Ohio. The emphasis had shifted from taking a course or two along with any Master's degree in education to an expectation of an extensive and specialized curriculum specifically designed to prepare educational leaders. The curriculum planning for such a professional preparation of administrators led to the creation of intensive and integrated experiences rather than isolated course work as in the past.

Fourth, the Educational Administration program at the University of Cincinnati had never systematically attempted to take a proactive recruiting approach to seeking out the "best" of potential leaders with help from professional school leaders through the nomination and recommendation process. There was a need to seek out the "best" and "brightest" for the benefit of schools and children.

These four influences combined to frame the first design of the Administrator Development Academy. In its first convening the academy experience was largely an intense reading, lecture, and examination of the subject matter of administration. The study of practice involved evaluations of the home district programs by students. Attention to the process of the experience vis a vis the outcomes and products was needed. From this beginning a shift in emphasis from linear, product type of learning, to action, process and inquiry learning began.

A major component added to the selection process of the Academy was the interview. The interview process was devised from some of the concepts of the Assessment Center program developed by Hersey and Blanchard. The concepts used to ground the interview are Commitment to Education, Communication Skills, Interpersonal Skills, Stress Tolerance, Breadth of Interests, Problem Solving Skills, and Listening Skill. The interview is a twenty minute experience with two interviewers working from a written set of questions with all answers by the applicant scripted. This is followed by an independent rating by the two interviews and a recommendation. The interview is only one part of the application process to determine the membership.

Structure of the Academy

The academy is organized and rebuilt as a learning experience every year. New members, mentors, changes in teaching team and innovations in methods and activities set the stage for a

renewed invention of the Academy experience. The curriculum is broadly formed but beyond the first day's agenda of the academy, the planning and replanning is a constant dialogue of the teaching team based upon the best of our experience and the unexpected developments of the Academy members interaction with the content and activities. Thus, the teaching experience within the academy is constantly new, constantly invented, and constantly spontaneous.

Application Steps

An application packet contains a nomination letter from the applicant's principal or supervisor, two other reference letters attesting to qualities of leadership, professional commitment, and academic aptitude, a letter of application, a resume, and a complete set of official transcripts. Upon completing the application packet, the applicant then schedules a time for the interview. Acceptance to the Academy is initiated by letter with a return mail confirmation by the applicant.

The Academy Teaching Team

The Academy Teaching Team is typically constituted of eight persons. Two persons are university professors who have responsibility for scheduling, resourcing, applications, and initiation of the Teaching Team's planning and implementation process. Six persons of the teaching team are former graduates of the Academy who have completed their degrees and certification and who are presently employed as school leaders. The Academy team is generally represented by secondary and elementary principals and assistant principals and a equitable

representation of gender and race in order to represent and take advantage of a diversity of views in planning, instruction, and problem solving.

The Academy Curriculum

The Academy is an **EXPERIENCE** and not a set of activities or courses. The Academy is **WHOLE AND INTERCONNECTED**. The skills and issues addressed on the first day are relevant to the activities of the last day. The Academy is **A LEARNING COMMUNITY**. It becomes a shared experience and a model for the future school which the Academy graduate will lead.

The Aims of the Academy are specified in the syllabus as:

1. Each learner will further his/her understanding of personal communications style and its contribution to the dynamics of group development and maintenance.

2. Each learner will refine her/his philosophy of education and use that philosophy as a starting point in planning one's educational career.

3. Each learner will understand the contribution of knowledge, concepts, research, and practice in educational administration and school leadership.

4. Each learner will develop the skills of applying (1) concept, (2) self and group assessment data, and (3) organizational data to understand the practice of leadership in school settings.

5. Each learner will develop the skills of action research to consider problems and issues by collecting information, analyzing data, and creating new understandings for leadership action.

6. Each learner will develop skills of reflection through making personal sense of one's learning experiences.

7. Each learner will learn how to create a vision of a learning place of the future.

8. Each learner will continually refine her/his perspective of an effective leader based upon new knowledge, experiences, and reflections.

9. Each learner will develop a portfolio that represents progress toward a "vision" of effective leadership, a personal assessment of her/his progress toward that vision, and a plan for continual growth.

The Academy curriculum is dynamic and evolving throughout the 6 weeks period. It is also holistic and interconnected. Generally, the order of concepts introduced follows the following week-to-week itinerary:

1st week: Interpersonal Communications; Team Building; Building the Learning Community.

2nd week: Education of the Present and Future; Interaction with Practitioners

3rd week: Vision Building for the Future School; Defining the Role of the School Leader of the Future.

4th week: Leadership Style Analysis; Simulations, Role Play; Case Study Analysis

5th week: Collaborative Inquiry Projects; Research as a basis of Inquiry, Practice a base of Inquiry; Theory as a basis of Inquiry; Personal knowledge as a basis of Inquiry.

6th week: Personal Portfolio Development; Self Assessment and Feedback; Planning for Further Learning.

Several central themes are woven throughout the Academy experience. The Academy is a total experience of these themes, met in every activity and every interaction. By this qualitatively rich experience, members of the Academy are invited and encouraged to take back their learning and to become the empowered educational leader which they always knew deeply that they wanted to be.

In the four subsequent sections of this paper ,"Communication," "Collegiality," "Authentic Leadership," and "Adult Learning Theory," the major recurring themes and their supporting themes and components are explored. These themes and components represent a dynamic rather

than a practical plan (or curriculum) for the Administrator Development Academy. Critical inspection, analysis, and evaluation of what's needed and what works in the early development of preservice school administrators is an on-going process among Academy faculty.

Each of the four sections draws on both the related theory and research and each writer's personal experience as an Academy participant and faculty member.

Communication

Communication, the simple concept of sharing one's ideas and feelings with others is the major component of the administrator's daily work. The simplicity of the idea of transmitting and receiving information and beliefs belies the complex and complicated social milieu in which one's sharing occurs. Robert Flinchbaugh (1993) illustrates the intricate nature of communication within an educational culture.

> Administrators believe that no matter what they do or how hard they try, they cannot prevent or eliminate communication problems entirely because people expect too much information and too many opportunities to engage in discussions. Even when people are relatively pleased with the amount of discussion that occurs within an organization, there is ample opportunity for communication to become a culprit in irritated organizational relationships (p. 450).

Flinchbaugh (1993) continues, "In addition, communication problems may be partly caused by the philosophies people have about communicative relationships, by poor communication techniques, and by the kind of information...available"(p.450).

The critical extent of competent, efficient, and decisive interpersonal communication is grounded in the nature of the relationships that exist between the actors. Stephen Covey (1991) explains the importance of relationships to successful communication.

> The crucial dimension in communication is the relationship. Many troublesome knots develop in communication lines because of poor interpersonal relations. When

> relationships are strained, we must be very careful about the words we use or we risk giving offense, causing a scene, or being misunderstood. When relationships are poor, people become suspicious and distrustful, making a man "an offender for a word" instead of attempting to interpret the meaning and intent of his words.
>
> On the other hand, when the relationship is unified and harmonious, we can almost communicate without words. Where there is high trust and good feelings, we don't have to "watch our words" at all. We can smile or not and still communicate meaning and achieve understanding. When the relationship is not well established, a chapter of words won't be sufficient to communicate meaning because meanings are not found in words – they are found in people.
>
> The key to effective communications is the one-on-one relationship. The moment we enter into this special relationship with another person, we begin to change the very nature of our communication with them. We begin to build trust and confidence in each other (p. 112).

In practical terms, the Academy emphasizes the application of trust and trust building skills in conjunction with interpersonal communication skills towards the development of caring relationships between the participants. An effective interpersonal relationship is the cornerstone upon which quality communication is constructed. The academy accomplishes these objectives through the utilization of both small, 2-12 members, and large group interaction. The small groups are able to intimately explore techniques such as active listening, paraphrasing, and listening for understanding and apply these skills while learning. In addition, the Academy provides opportunities to practice skills in sharing of interests, beliefs, research, readings, work, opinions, and feelings, as well as providing opportunities to share personal reflections on daily events. Through this sharing members of the academy learn to value one another and build trust among one another. The valuing and trusting of others strengthen and unite the Academy participants. The participants become productive, cooperative, and skilled in interpersonal communication.

During the first few days of the academy experience, an exciting paradigm shift occurs. The Academy participants begin to recognize and understand themselves as an interdependent unit rather than as a group of individuals. The Academy participants treat one another with greater kindness and are better able to be fair in their interpersonal dealings. They begin to recognize a spiritual bond between one another, adding an intimacy to the Academy experience, bringing the participants together, forming a learning community. Academy members begin to speak to be understood as well as listen to understand and learn.

The paradigm shift is the precursor of explicit change. The evolution and augmentation of interpersonal relationships are followed by a proportionate augmentation and evolution in interpersonal communications. Not surprisingly, the growth and development of these interpersonal skills lead to simultaneous growth and development in the areas of collegiality, valuing of diversity, interdependence, visioning and reflective practices, as well as discovery learning and andragogy. The maturation of personal relations is the fundamental presence of continuous improvement. Relationships are the *sine qua non* for positive change and innovation. The strength of the Academy and the Academy experience develops directly from the caring relationships among the participants.

Collegiality

Collegiality to most educated people is a familiar term, a concept with a positive connotation but likely an amorphous meaning. It may be taken merely as the equivalent of camaraderie or even congeniality in the workplace (Barth, 1990). Probably most understand it to be a relationship among professional sorts of people, a sense one has for one's fellow workers, or possibly someone with whom

deeply felt interests are shared. Judith Warren Little (1990) offers, however, that much "that passes for collegiality in many settings does not add up to much" (p. 509).

For some writers and researchers in the field of education (Little 1985, 1987, 1990, 1993; Goodlad, 1984; Johnson, 1988; Lieberman, 1988; Rosenholtz, 1989; Lortie, 1975; Sergiovanni, 1992; Barth, 1992 and others) the concept of collegiality has taken on some new and much deeper shades of meaning for teachers, administrators, and their schools. In fact, these thinkers believe collegiality to be a key if not a necessary factor in efforts at school reform and improvement and in breaking the cycle of isolation and the norm of self-reliance (Little, 1985) that too often "hamstrings" teachers and administrators in our schools.

Little (1985) defines two norms which change the prevailing perspective on professional improvement from individual to organizational where continuous improvement is a shared undertaking: **the norm of collegiality**, the expectation of shared work, and **the norm of continuous improvement**, the expectation of analysis, evaluation, and experimentation on substantive matters of curriculum and instruction. In contrast to educators operating independently with weak ties to one another, Little suggests two key factors to continuous improvement in schools: 1) strong ties among those sharing the work and 2) true interdependence as a condition of the work and its success. She refers to this simply as "joint work" (pp 511-13).

Practices in the Administrator Development Academy aim in all ways to model and achieve authentic collegial relationships and practices among participants. Virtually no work is accomplished alone in the Academy unlike most preparation programs and all too many schools.

Participants are led always to one another as resources through the cyclical practices of

the Academy. Relationships are intentionally cultivated among participants (and faculty as well). This is accomplished in part through daily warm-ups and shared reflections on their work together, their readings, and writings - working gradually, intentionally toward allowing others to know them along with getting to know their colleagues. The product of successful relationships is trust, and trust is the currency of successful working relationships in virtually all professional and social arenas. Stephen Covey (1989) suggests that relating well to others, getting to know their views and needs intentionally in a variety of ways is necessary to working successfully with others in an organization.

An extension of the belief in and practice of the active cultivation of strong personal relationships among all participants is the concept of seeking out diversity. Beyond accommodation and mere tolerance of human diversity, Academy practices aim to invest participants with the knowledge that diversity is strength. Diverse views, knowledge, and skills allow communities and especially communities of learners to develop more full and inclusive solutions to problems and more thorough understanding of issues.

When forming work groups of all kinds in the Academy, participants are led to seek out for instance, "...people you have not become acquainted with thus far in the Academy"; or "... people you haven't worked with before"; or "... someone you'd like to get to know better"; or "... people who will bring diversity to your group in light of age, professional experience, gender, ethnicity, instructional level taught, etc." (McCafferty, 1994). Through encouraging the seeking out of diversity Academy practices aim toward the realization for all participants of the need in a learning community to recognize and incorporate the strength that true diversity brings to virtually any problem solving effort.

Through developing an appreciation of the strength inherent in seeking diverse views, experience, understanding, and capabilities, the Academy aims to develop among participants a realization and a full appreciation of those others as invaluable resources. This is accomplished through a variety of practical experiences throughout the six weeks of the Academy with working interdependently with those diverse others. In the typical preservice administrator preparation program and far too often in schools, we fail to tap the vast resource of our fellow students and educators (Anderson, 1991; Bridges, 1992). As Little (1990) points out, the typical sorts of interactions among educators tend to lead away from collegial relations and toward isolation. Story telling and selective sharing of knowledge and skills among educators serve to turn educators away from interdependence, extending the norm of isolation leaving veterans and neophytes alike to sink or swim on their own.

Truly interdependent work, what Little calls joint work, is the linchpin of authentic collegiality and a function of the belief that two heads are better than one. This fact is reinforced at every turn in the work participants engage in during the Academy. Working most often in groups of six (but also in two's, three's, four's, and as many as twelve) participants perform no work in isolation beyond the act of silent reading. All work is joint work. From the first simple introductions in the large group (now some 54 participants) to the intensive inquiry projects, participants depend increasingly on one another and gradually come to the realization that more and better results can be accomplished working together (rather than alone) and that working in isolation is not only inefficient but counter-productive in virtually any learning community.

The inquiry group projects which occur during the fourth and fifth weeks of the Academy are the center piece of the work in the Academy and embody the form and content of all the

behaviors, beliefs, and practices the Academy hopes to impart to participants. The inquiry group work engages groups of six participants each in an intensive truly collegial work experience that explores the key elements or planks of a vision for successful schools of the future developed by the participants. This all important work effort spans approximately a week-and-a-half. Each group must present the results of their work by some medium or another. While written documents have been the almost exclusive product, participants are encouraged to consider film and other media to capture and communicate their final products. Groups must also devise a means of "communicating the results of their research that both informs and involves their audience."

Another important "end piece" of the inquiry work in the Academy is a process of giving and receiving feedback one inquiry group to another. Participants become acquainted with the concept and processes of giving and receiving feedback through practice. Each team is paired with another team to give feedback according to a request for specific feedback (and only that specific feedback). Each team is then paired with another (and different) team to receive feedback as they have specifically requested based on that other team's review of their group product. This represents in terms of collegial exchanges the process of analysis and evaluation which is a critical (and often neglected) piece of any improvement process. Academy participants follow prescribed steps in each of the several processes in pursuing these rounds of giving and receiving feedback.

It might be said that the Academy experience aims to instill not only the knowledge and skills of working collegially but also the inclination to do so - as a leader and as a follower. With the recognition among school leaders that no one person leads a school alone (Barth, 1990) , it

would seem not only desirable but clearly necessary to train virtually all educators in the manner that the Academy aims to initiate prospective school leaders.

Increasingly, school administrators are expected to lead schools in processes that call for authentic collegial interactions among teachers and administrators. One of the best examples of this may be in middle schools that follow the tenants of middle school philosophy as promoted by the National Middle School Association (NMSA). In these schools teams of educators are responsible for large groups of students and fully responsible for the educational program for those students from giving shape to and implementing a truly integrated curriculum to the annual and daily schedules for the use of space and time by faculty and students. Leaders in middle schools must possess an appreciation for collegial organization and the knowledge and skills to contribute to its success (This We Believe, 1995).

Another example may be the Cincinnati Public Schools whose superintendent announced in September of 1996 (Cincinnati Enquirer, September 4, 1996) that long range plans for the district called (seemingly ironically) for the abolition of middle schools. Over the next five years the plan is for all schools in the district (with the exception of selected magnet schools) to establish teaching teams leading a family of students in multi-aged groupings with those teams responsible for the educational program, the scheduling of space and time, and the use of instructional funds. These teams would be entirely accountable for the success of those students. This represents, of course, in some ways not the abolition of middle schools so much as the extension of the application of the middle school organizational philosophy and practices across grade levels K - 12.

Schools organized in this manner will be better served by a leader trained in the behaviors, beliefs, and practices the Academy aims to impart. Traditional preservice administrator

behaviors, beliefs, and practices the Academy aims to impart. Traditional preservice administrator training could not hope to begin to prepare prospective school administrators for the challenge of working successfully, collegially, interdependently in such organizational settings. William Foster (1989) writes that in order to practice a form of leadership, one must have experienced it. In the Academy participants gain the experience of working collegially with a group roughly the size of a typical school faculty. They take with them from the Academy the knowledge and skills that will allow them to translate their Academy experience to their further studies and in their workplaces.

Authentic Leadership

Authentic leadership emphasizes the practical application of the skills involved in school leadership in real-life settings. The entire philosophy of the Academy aims at working as individuals and groups under similar situations as would be found in practice. Through these situations the Academy strives to allow the participants to put theory into practice, reflect on the outcome, and then to learn and grow from that experience.

Vision and Visioning

One of the first development projects is to initiate and create an individual's personal vision of education and leadership within that vision. From that humble beginning, one then starts to learn methods through which to share and develop that vision within a group, so that the group will own that vision. Group development of the vision is termed visioning, or some call it "visioneering."

The participants start the Academy experience writing a short philosophy of education. As the participants gain a knowledge base on which to lean, develop leadership skills, and learn to reflect on

what is happening, they are asked to refine and rewrite that philosophy. This personal philosophy development is ongoing throughout the six weeks.

According to the 1996 Academy Syllabus, one of the aims of the Academy is to have the "learner refine her/his philosophy of education and use that philosophy as a starting point in planning one's educational career."

Covey (1991) describes the developing process in general and in that describes the vision process and many processes of the Academy, when he writes:

> The following development process should be an integral part of any ongoing training program: First, capture the content of the material, the essence of what is presented - seeking first to understand the principles. Second, expand on what you have learned - adding your own ideas and thoughts. Third, teach the material - sharing what you have learned with others to increase understanding, to create common vocabulary for change, and to unlock the perceptions that others have of you. Fourth, to apply the principles - putting them to the test in your immediate circumstances. And fifth, to monitor the results. All real growth is characterized by this step-by-step developmental process (p.71).

As an outcome, the Academy participant "will develop a portfolio that represents progress toward a vision of effective leadership, a personal assessment of her/his progress toward that vision, and a plan for continual growth" (1996 syllabus).

Visioning is learning the process that allows one to develop a shared vision. This is a group process, in which the Academy members develop the "future school," its ideals, and all aspects of that school. The Covey process mentioned above is even more important as a step-by-step guide in the group process. In this particular case, the experience of the process is more important than the end-product. Dr. John Hill (Hill, 1992) terms it visioneering and says it includes: the nature of groups, group stages of development from a collective to a bonded collegial community, the nature of communications, problem solving, and the dynamics of consensus decision-making (p.68).

The process is what allows the participant to put theory into practice, and then allows one to

reflect on the experience before it is attempted a second time. Constant improvement and development is the process, which is much more important than the product. the participants must learn about themselves, and they must learn how to work together. That is all part of the process.

Reflective Practice

A number of recent authors (Hart, 1993; Osterman & Kottkamp, 1993; and Schon, 1987) believe that one way to connect theory with actual practice is through personal reflection, and then developing a plan to train administrators to better use reflection in their practice.

In Bennis' book, On Becoming a Leader (1989), he states that "true understanding comes from reflecting on your experience" and feels that is essential to knowing oneself. For a theory as to the use and importance of reflection, one needs to examine Kolb's 1984 experiential learning cycle, and the thought that while experience is the basis for learning, learning cannot take place without reflection (Osterman & Kottkamp, 1993). Thus both the practitioner and the theorist explain the need for reflection in developing leaders, and thus school administrators.

It is important to examine two models of reflection for comparison of similarities and differences. The first is Schon's 1983) reflection-in-action: the ability to reflect and to act while the situation is unfolding and occurring. Boud, Keogh, & Walker, (1985) offer a theory of stages and processes. These theories provide a model for learning which is based on experience, and present an understanding of reflection for the practitioner, yet based on theory. Hart (1993) feels that "another positive impact on professional practice of the skill and knowledge acquired during reflection is an increase in awareness and sensitivity to one's own thinking and values. This awareness makes self-consciousness and improved thinking more likely" (p.217).

During the Academy experience, the participants learn about reflection and put the process into

Other methods of reflection are also used throughout the Academy, such as guided reflection, group reflection, and instrument feedback which offers participants more information about their own leadership styles. Even the written philosophy is a form of written reflection, and this allows the participants to constantly revisit, review, and re-assert their philosophies.

The reflective process is examined and eventually each participants are invited to develop their own style of personal reflection. The early attempts directed by the Academy are much more structured until the reflection process is understood and begins to take on a more personal value.

External Inputs

External inputs are made up of all of the materials and information that come before the participants of the Academy both intentionally and unintentionally. One of the difficult aspects of the external inputs is to use books and articles which can allow an individual to develop their own style and personality within their philosophy of education. For that reason the Academy uses some self-development materials rather than a lot of school administrator textbooks.

With those thoughts in mind, the following texts have been used in recent years:

Covey, S, (1991). Principle Centered Leadership, New York: Simon and Schuster.

Glasser, W. (1992). The Quality School, 2nd edition. New York: Harper Perennial.

Jung, C. (1985). Interpersonal Communications, Tuxedo, New York: Xicom Press.

Kowalski, T. (1995). Case Studies on Educational Administration, 2nd edition. New York: Longman.

Rollins, A.(1992). Awaken the Giant Within, New York: Simon and Schuster.

Sergiovanni, T. (1995). The Principalship: A Reflective Practice Perspective, 3rd edition. Boston: Allyn and Bacon.

The books deal with communications, goal-setting, reflection, positive thinking, and other personal development aspects, as well as some thoughts on leadership from Glasser and Sergiovanni. The last two authors offer an educational perspective to the other thoughts and books.

External inputs also include practitioner panels, Academy-alumni instructors, simulations (UCEA fall and winter in-baskets), case studies (from Kowalski or real-life situations from practitioners), and of course, the knowledge and diverse backgrounds brought to the Academy by the participants. That diversity is built into the Academy through student-selection and having many districts helping to widen the pool

Adult Learning Theory

Pedagogy, the art, science or profession of teaching, literally means instructing youth. Pedagogue, from the Greek term *paidagogos*, was a slave who escorted children to school. Today its meaning has evolved to school master or teacher. Andragogy, on the other hand, is the instruction of adults (Knowles, 1980, 1984). According to Knowles (1980, 1984) four key considerations in differentiating pedagogy and andragogy are 1) the learner's self concept and teachers' concepts of learners, 2) role of experiences, 3) readiness to learn, and 4) orientation to learning. Education for youth focuses on the future alone. Adult learning incorporates the backgrounds and experiences of the learners in creating relationships between new knowledge and prior knowledge. Knowles (1980) differentiates between pedagogy and andragogy by stressing that an adult learner is to be treated as an adult, treated as a self-directing person, treated with respect. Creating relationships with prior and new knowledge and giving consideration for the adult learner establishes andragogy as student-centered and problem-oriented (Knowles, 1980).

Two additional criteria for successful adult instruction are an examination and understanding of adult learning styles and the stages of adult development. Academy participants may know what method for learning works best for them, but they may not know why. They may not be conscious of others' individual styles. Incorporated into Academy activities are the utilization of formal assessments of learning styles, leadership styles and conflict management styles. The Myers-Briggs Personality Type Indicator, the Learning Style Inventory by David Kolb and the Kiersey Temperament Sorter are used to assist the participants in identifying their individual styles. An additional benefit is the sharing and accounting of individual styles among Academy participants to enhance understanding and facilitate harmony in group activities. The use of formal analysis such as Leadership Styles by Northwest Regional Educational Lab and the Thomas-Kilmann Conflict Instrument created by Kenneth Thomas and Ralph Kilmann provide aspiring administrators insight on their individual styles and dominant styles they will encounter in the Academy and in administrative work. Self discoveries from formalized assessments such as these mentioned have proven valuable learning experiences for all Academy members.

Lawler's (1991) research supports Knowles definition of andragogy as it applies to the age of the learner and emphasizes that fluid intelligence, memorizing information and acquiring new knowledge excels in youth; whereas, crystallized intelligence, proficiency at evaluating and applying information related to experiences and accumulated knowledge increases with age. Many Academy activities promote the synthesizing of information, and participants respond positively to opportunities to relate the information to personal experiences and assimilate it individually and in groups. In daily sessions participants also have the opportunity to reflect on what they learned and how their perspective and assumptions were altered by what was learned and how it was learned.

Consistent with the tenants of adult learning theory, such practices lead to growth toward heightened self-concept and self-directedness in adult learners.

Lawler, (1988, 1991) identifies, defines and provides specific indicators for nine principles of adult education. They include 1) establishing a climate of respect, 2) working in a collaborative mode of learning, 3) building on the experience of the participant, 4) fostering critical, reflective thinking, 5) addressing problem identification and problem solving, 6)learning for action, 7) learning in a participative environment, 8) empowering participants, and 9) directing learning for oneself. Comparing Academy practices with Lawler's principles further substantiates the successful formula implemented in the Administrator Development Academy.

Each year the Academy site is carefully selected with consideration for physical and social needs of the participants. The site is frequently within a school located near the University of Cincinnati campus. From the opening day exercises to the closing day celebration, a climate of respect is established and maintained. The instructional team continually models Academy behavior and any breakdowns in the climate are addressed as needed daily in large or small group sessions. Every Academy activity except individual reading is accomplished through cooperative learning. Consensus building activities and other interpersonal communication skills are learned and practiced repeatedly during the first week promote successful collaboration among all participants. Throughout the six weeks the strengths of the adult learners are heightened by incorporating activities that are always focused in part on the personal and professional experiences of each participant.

Problem identification and problem solving are also fundamental to adult education and administrative preparation. Academy participants are given opportunities to examine issues and

develop solutions ranging from case studies posed by Kowalski (1995) to the creation of a vision by all participants of the school of the future.

Closely aligned to the problem identification and solving is action learning. Academy participants participate in an elementary principal simulation involving in-basket activities for fall, winter and spring. These coordinated role plays offer additional opportunities to assess a situation, take action, reflect on the results and apply new insight in subsequent exercises. Because adult learning thrives in a participative environment, Academy members are given many opportunities to create program components and then test and evaluate them. In large and small group activities participants engage in a great variety of learning experiences many of which they design according to their own interests and needs in keeping with adult learning theory.

The culmination of Academy activities is the empowerment of the participants to influence or change their environments. Whether the individual goes forward from the Academy experience to acquire administrative certification and positions or returns to the classroom, each goes equipped to make a difference. The skills they have acquired, including collaboration, reflective thinking, problem identification and solving, and respect for self and others, equips each participant for self-directed learning, so vital to all life long learners, so crucial to effective educational administrators.

Conclusion

Having evolved over the last twelve years, the Administrator Development Academy continues to grow and improve. Originally designed for 30 participants and four university professors, the Academy now accommodates 54 participants led by a truly collaborative team of eight - two university professors and six clinical adjunct professors. The Academy now has turned its collective back on the

constraints of traditional instruction relying instead on the personal and professional motivation and integrity of the participants to grow into the knowledge and skills of educational administration. The process of identification and induction of candidates now involves dozens of school districts, approximately eighty applicants annually, and about twenty Academy alumni participating in the selection processes.

The Academy has grown not only in size but in influence in the university. Academy graduates entering full and part-time degree and certification programs take their knowledge, skills, and new approaches to learning with them to course work in a variety of university programs. The energy and demand for more democratic processes in learning have been felt in every program in the college of education. With the newly installed requirement that all educational administration students be inducted through the six week Academy experience, the influence of the ADA and its alumni will continue to grow and stretch its influence and impact on the university. As more and more alumni enter leadership roles in schools, the network of practicing administrators also continues to grow. This network constitutes not only firm and trusting connections among innovative educators but an ever broadening set of opportunities for Academy alumni. Academy alumni working in leadership roles in schools report that they prefer Academy alumni to fill most any opening in their schools.

For now and for the near future the ADA offers a viable and productive alternative approach to the introduction of future educational leaders to the behaviors, beliefs, and practices that necessary for success in schools. These behaviors, beliefs, and practices once learned are not likely "to be left at the school house door" (Barth, 1990) as Academy alumni take formal leadership positions. The Academy spirit and influence thus continues to grow and serve schools in their efforts toward continuous improvement.

Bibliography

Anderson, Mark E. (1991). Principals: how to train, recruit, select, induct, and evaluate leaders for America's schools. Eugene, Oregon: ERIC Clearinghouse on Educational Management.

Barth, Roland S. (1990). Improving schools from within. San Francisco: Jossey-Bass, Inc.

Bennis, W. (1989). On becoming a leader. New York: Addison-Wesley Publishing Company.

Boud, D., Keogh, R., and Walker, D. (1985). What is reflection in learning? In Boud, Keogh, and Walker (Eds.), Reflection: Turning Experience into learning (pp 7-17), New York: Nichols.

Bridges, Edwin M. (1977). "The nature of leadership." In L. L. Cunningham (Ed.) Educational administration. Berkley, Calif.: McCutchan Publishing. pp 202-30. (quoted in Anderson, Mark E. (1991). Principals: how to train, recruit, select, induct, and evaluate leaders for America's schools. Eugene, Oregon: ERIC Clearinghouse on Educational Management.

Bridges, Edwin M. (1992). Problem based learning for administrators. Eugene, Oregon: ERIC ClearingHouse on Educational Management.

Covey, Stephen R. (1989). The seven habits of successful people. New York: Fireside Books.

Covey, S. R. (1991). Principle-centered leadership. New York: Summit Books.

Flinchbaugh, R. W. (1993). The 21st century board of education: planning, leading transforming. Lancaster, PA: Technomic Publishing Co., Inc.

Foster, William. (1989). Toward a critical practice of leadership in critical perspectives of educational leadership. (Ed. John Smyth). Philadelphia: Falmer Press.

Goodlad, J. (1984) A place called school: prospects for the future. New York: McGraw-Hill.

Griffiths, D. E. (1988). Educational administration: Reform PDQ or RIP (UCEA Occasional paper #8312). Tempe: UCEA at Arizona State University.

Guthrie, J. A. & Clifford, G. J. (1989, Jan). A brief for professional education. Phi Delta Kappan. 70(5), 380-385.

Hart, A.W. (1993). A design studio for reflective action. In P. Hallinger, K. Leithwood, and J. Murphy (Eds.), cognitive perspectives on school leadership. New York: Teachers College Press.

Hill, J. (1992). The new american school. Lancaster, PA: Technomic Publishing Company.

Johnson, Susan M. (1988). Schoolwork and its reform. In Hanaway and Crowson (Eds.). Politics of education association yearbook (pp 95-102). New York: Falmer Press. pp 95 -102.

Knowles, M. S. (1980). The modern practices of adult education: From pedagogy to andragogy. Rev. ed. Chicago: Follett Pub. Co.

Knowles, M. S. (1984). Andragogy in action: Applying modern principles of adult learning. San Francisco: Jossey-Bass.

Kolb, D.A. (1984). Experiential learning: experience as the source of learning and development. Englewood Cliffs, NJ: Prentice-Hall.

Kowalski, T. (1995). Case studies on educational administration. 2nd ed. New York: Longman.

Lawler, P. "Workplace Education and the Principles of Adult Education." Unpublished dissertation, New York: Teachers College, Columbia University, 1988.

Lawler, P. A. (1991). The keys to adult learning: Theory and practical strategies. Philadelphia: Research for Better Schools.

Lieberman, Ann. (1986). Collaborative research: working with, not working on. Educational Leadership, V43, N5, pp 28-32.

Little, Judith, W. (Fall, 1982). Norms of collegiality of experimentation: workplace conditions of school success. American Educational Research Journal, V19, N3, pp 325- 40.

Little, J. W., Bird, T. (November, 1984) report on a study of school-level collegial teaming. unpublished paper. San Francisco, Calf.: Far West Laboratories for Educational Research and Development.

Little, J. W., Bird, T. (April 1985). A study of secondary school administrators and their influence on teachers' professional norms. A paper prepared for the annual meeting of the American Educational Research Association). Boulder, Colorado: Far West Laboratory for Educational Research and Development.

Little, J.W. (1987). Teachers as colleagues. Educators' handbook: a research perspective. New York: Longman.

_____. (1985). Teachers as teacher advisors: the delicacy of collegial leadership. Educational Leadership, V43, N3, pp 34-36.

Little, Judith W. and McLaughlin, M.W. (1993). Teachers' work: individuals, colleagues, and contexts. New York: Teachers College Press.

Lortie, Dan. (1975). Schoolteacher. Chicago: Chicago University Press.

Lieberman, Ann et al. (1988). Teacher leadership: ideology and practice. in Building a professional culture in schools, Anne Lieberman (Ed.). New York: Teachers College Press.

McCafferty, Stephen P. (1995). Collegial teaming in an Administrator Preparation Program. Unpublished Dissertation.

Osterman, K.F. and Kottkamp, R.B. (1993). Reflective practice for Educators: improving schooling through professional development. Newbury Park, California: Corwin Press.

Rosenholtz, Susan J. (March, 1989). Workplace conditions that affect teacher quality and commitment: implications of teacher induction programs. The Elementary School Journal, V89, N4, pp 421-39.

Rosenholtz, Susan J. (1989). Teachers' workplace: the social organization of school. New York: Teachers College Press.

Schon, D.A. (1983). The reflective practitioner. New York: Basic Books.

Schon, D.A. (1987). Educating the reflective practitioner. San Francisco: Jossey-Bass.

Sergiovanni, Thomas J. (1991). The principalship: a reflective practice. Needham Heights, Massachusetts: Allyn and Bacon.

This We Believe. (1995). Columbus, Ohio: National Middle School Association.